DOCUMENT RESUME

ED 142 819 08 CE 012 094

AUTHOR Dixon, Charles
TITLE How To Develop and Conduct a Work-Experience Program in Rural Appalachia.
INSTITUTION Kentucky Valley Educational Cooperative, Hazard.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 14p.; For related documents see CE 012 085-086, CE 012 089-090, CE 012 093-094, CE 012 096, CE 012 098-099, and CE 012 101-103 ; Contains some small type

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Community Involvement; Disadvantaged Youth; *Program Development; Program Guides; *Rural Environment; Senior High Schools; *Work Experience Programs
IDENTIFIERS Kentucky; Kentucky Valley Educational Cooperative

ABSTRACT

Written as a guide to aid rural Appalachian high schools in the establishment of a work experience program, this booklet describes the development of a work experience program in six steps and then presents an example of a work experience program developed in Eastern Kentucky by this procedure. The guide also discusses the do's and don'ts of implementing a work experience program and the specific challenges of developing this program in rural Appalachia. (This booklet is one of several focusing on the development of different components of a career education program.) (BM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED142811

"How To" Develop and Conduct A Work-Experience Program in Rural Appalachia

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 012 094

BY: Mr. Charles Dixon
Career Education Coordinator
Jenkins Independent Schools
Jenkins, Kentucky 41537

Editorial Staff:

Dr. Owen Collins,
Director of Career Education Project

Mr. Avery Stidham,
Assistant
Mr. Hargus Rogers,
Assistant

Kentucky Valley Educational Cooperative
Hazard, Kentucky 41701

The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

DISCRIMINATION PROHIBITED: *Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.*

A Generic Definition of Career Education
by
Dr. Kenneth B. Hoyt
Associate Commissioner
Career Education
U.S. Office of Education

"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. 'Career' is the totality of work one does in his/her lifetime. 'Education' is the totality of experience through which one learns. Based on these two (2) definitions, 'Career Education' is defined as follows: 'Career Education' is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living."

After reading this document, you should be able to establish a limited work-experience program in your high school.

If you are interested in the DEFINITION of work-experience ——————> Read on this page ___2

If you want to understand the problems see CHALLENGE ——————> Found on page ___9

If you want information on DEVELOPING a work-experience program ——————> Look on page ___3

If you need to know how to IMPLEMENT a work-experience program ——————> See page ___7

Would you like to read some SUCCESS STORIES? ——————> Try page ___9

Are you one who reads the CONCLUSION first? ——————> Check page ___11

What is the Relationship Between Career Education and Work Experience?

According to Dr. Kenneth B. Hoyt, Associate Commissioner of Career Education, United States Office of Education, "Career education and work experience education share a common goal and three basic common values. The goal we share is an attempt to emphasize education, as preparation for work, as one of the basic functions of American education. The three basic common values I think we share include: (a) a value regarding the importance of work to both individuals in our society and to the society itself; (b) a value regarding the need for and the potential of experiential learning; and (c) a value regarding the need to involve the formal education system and the business-labor-industry-professional community in a collaborative relationship in ways that will expand student learning opportunities."

Thus, in this guide, work experience refers to a program aimed at involving high school juniors and seniors in real-life situations in businesses and/or professions that are generally career choices of the participants. While technical knowledge of the career is an important gain for the participants, greater emphasis is placed on learning the attitudes necessary for a successful and pleasant adjustment to the work. In a real sense, this experience is a "readiness" period for the participant. Normally, students work in a non-pay situation for two hours during the school day for four weeks. The school coordinator visits the students on the job, and participating employers evaluate the performance of the students. This evaluation is sent to the teacher(s) who incorporate(s) it into the students' grade for the period.

If you're interested in WORK EXPERIENCE, here are six steps you might follow:

STEP ONE

The initial step in developing an effective program is to seek the blessing of the superintendent and school board. Perhaps there may be concerns at this level because of students being off-campus without direct school supervision, but superintendents generally are innovative, and the school insurance bugaboo can be easily managed by pointing out that work-experience is a school program and students are not as apt to be injured as on a football field fifty miles from campus.

The superintendent and board should make a public endorsement of the program, or at least make their endorsement part of their official minutes.

STEP TWO

Next, the principal, guidance counselor, and teachers need to be oriented, and in some cases, sold on the idea. Of the three (3) groups, traditional textbooks teachers are *sometimes* the most difficult to persuade.

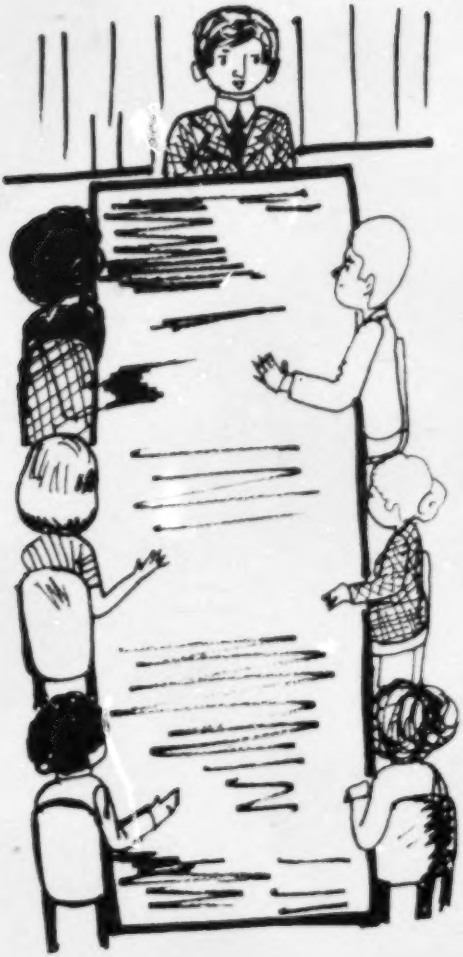
STEP THREE

Concurrently, the business community should be contacted, explaining the purposes of the program in general terms. This can be done through mass media, a letter survey or a phone survey, but by far, the most effective method is personal contact, albeit it is most time and energy consuming. If a business agrees to participate, then the details of the program need to be carefully explained; again the most effective method is personal contact.

STEP FOUR

Next, junior and senior students should be oriented to the opportunities of the program. A film or handout will aid this orientation, but students will react enthusiastically because of the change of pace from the academic grind and because they will be getting out of study hall or class for two periods of the day. Yet, during the orientation, the students must realize that they may not enjoy *all* phases of their work.

Students should list in order of preference three work sites. This is necessary because of limited work sites in rural Appalachia, and if they cannot be accommodated on their first choice, perhaps there will be an opportunity on the second or third choices. The coordinator and teacher must reconcile student desires with actuality.



STEP FIVE

Parents need to be oriented next. A letter should be sent home explaining the purposes and general operating procedures of the program, with a detachable return form for the parents to grant their permission for their children to participate. These permission slips can be returned to the respective homeroom teachers, and picked up and compiled by the coordinator.

STEP SIX

Next, there should be a conference involving a parent(s), principal, counselor, appropriate teacher(s), career education coordinator, and the student. The role of each position should be delineated. Although this conference is desirable before the actual work-experience begins, time pressures will sometimes force it to a later date.

Would you like to see the procedure which a coordinator and two teachers followed in developing and conducting a work-experience program in a school system in the Kentucky Valley Educational Cooperative area in Eastern Kentucky?

PHASE ONE

The career education coordinator (CEC) oriented the superintendent on work-experience and emphasized the need for such a program.
After securing permission from the superintendent, the CEC oriented the school board at the next regularly scheduled meeting. The school board liked the idea; thus, they endorsed the new program.

PHASE TWO

Next, the CEC oriented the principal and guidance counselor. Then the CEC attended the next faculty meeting and oriented them.
Two teachers agreed to work cooperatively with the program in a mathematics and sociology class. They involved eight seniors – all the seniors enrolled in these classes – in the program.

PHASE THREE

The CEC wrote a letter to every business in town – approximately ninety – which explained the program and invited them to participate in it. Within a week, the CEC, along with the two teachers, personally contacted every business for a reply. If the response was positive, the CEC or teacher explained the program to them.

PHASE FOUR

During the mathematics class, the eight seniors were o...nted to the program. Included in the orientation were the following:

a. a film which explained and exemplified the program;
b. handouts which identified the participating businesses, the work schedule, the rules and regulations of work conditions (i.e. dress code, promptness, etc.), and insurance regulations;
c. a form on which students listed in order of preference, three work sites;
d. class requirements while on-the-job;
e. course credit offered for work-experience.

PHASE FIVE

The CEC oriented the eight parents and secured their permission in writing for their son/daughter to participate in the program.

PHASE SIX

The CEC met with the parents, principal, counselor, the two participating teachers, and the eight participating seniors and identified each of their responsibilities in the program:

a. parents' responsibilities
- to provide transportation if necessary;
- to cooperate with the teacher in the conduct of the program.

b. principal's responsibilities
- to oversee and support the program.

c. counselor's responsibilities
- to conduct individual conferences with the students concerning their learning experience two times during the work-experience—once after two weeks and once at the end of the work-experience;
- to communicate to the teacher the results of the conference.

d. teachers' responsibilities
- to correlate the work-experience and classroom activities;
- to evaluate the students' performance at their work sites.

e. students' responsibilities
- to fulfill the work responsibilities at work sites for two hours each day for four weeks;
- to relate classroom assignments with work responsibilities;
- to share work-experience with peers.

f. career education coordinator's responsibilities
- to coordinate the entire program;
- to assist the teacher in visiting the work sites and the counselor in conducting the conferences concerning the students' learning experiences.

When you begin to IMPLEMENT a work-experience education program, remember the DO'S and DON'T'S.

DO'S

1. Explain to each employer the evaluation form for the student employee.
2. Explain to the employer in private that if a student does not perform adequately that he/she should immediately contact the coordinator.
3. Limit the number of students to perhaps ten (10).
4. Choose students who have perhaps a "B" grade average and ones who have good social graces. Other students can be chosen later.
5. Begin the work-experience program at the same time for all students.

6. Keep a folder on each student. (samples are available on request)
7. Take the students to the job site and introduce them to the employer.
8. Visit the student at his/her work location every two (2) weeks.
9. Evaluate with the student his/her work-experience.
10. Share work-experience with students on campus.

DON'T'S

1. Release publicity on a cooperating business without the employer's consent.
2. Schedule students when the work load is light at the work stations such as in the evening in a public health clinic.
3. Forget to counsel with students on tactfulness, neatness, punctuality, and responsibility in their working relationships.
4. Assume that "no news is good news." Keep in touch with employers.
5. Fail to relieve (fire) a student if he/she is an unacceptable employee.

Want to hear some success stories from work-experience programs in the Kentucky Valley Educational Cooperative area in Eastern Kentucky?

1. A banker wanted to hire, permanently, three (3) high school girls, upon graduation, soon after they began working.

2. A student who had a work-experience at a local television station is now employed there part-time.

3. Two (2) students who worked with a speech pathologist are either majoring in or planning to major in this field in college.

4. A potential secretary, placed in a public official's office, decided *against* such a career.

5. A student who worked in an optometrist's office had this career choice reinforced while gleaning information and insights from the work-experience.

What are some of the challenges of work-experience in rural Appalachia?

Transportation can be a problem— Many high schools are in rural areas and transportation to and from job sites is a problem, since not all students have a means of conveyance. Busing is not always feasible because of expense and a staggered work schedule.

How we cope with it:

High schools in the Kentucky Valley Educational Cooperative area which have a successful work-experience program are located in or near the county seat town; therefore, transportation is no problem for them. The students can easily walk to their work sites or in case of inclement weather, parents transport them to their respective work sites.

When transportation is a problem, one might investigate the following possibilities:

- a school bus;
- parent car pooling method;
- student car pooling method. *

**note: *Before investigating any of the above possibilities check to see that ALL students have INSURANCE which protects them while traveling from the school to the work site and while working on-the-job.*

Limited industry can be a problem—Work sites in industry are often limited to coal mining which is declared a *hazardous occupation* and therefore, illegal for the placement of students. Yet, coal mining is the single largest potential employer of students.

How we cope with it:

We try to place as many students as possible with participating business and professional personnel. However, when students request to be placed in industry which is declared hazardous, we try to either place them with the same company, but in a different work experience situation or place them in another choice which might offer a similar work experience.

Here again, if students have insurance, they might work in a hazardous occupation and experience the less hazardous tasks.

Scheduling and credits can be a problem

How we cope with it:

To have an effective work-experience, students need at least two hours each day, preferably in the afternoon to eliminate interruptions. Therefore, in scheduling a work-experience program it is more effective to have a team teaching approach (i.e. a mathematics instructor has seniors at 1:00 p.m. and a sociology instructor has the same seniors at 2:00 p.m.).

In the above example, the mathematics instructor and sociology instructor work together in sponsoring a work-experience program.

While on the job, students are aware of both mathematics skills as well as sociological skills.

In a sharing session with their peers, the students are evaluated in mathematics and sociology. Therefore, regular classroom credit is awarded to the students.

Some Concluding Thoughts. . . . . .

Work-experience is the most effective part of the high schools' career preparation program. It tends to increase the schools' ability to hold students until graduation. It helps to develop effective school-community relations. It shows the students' relationships between their academic studies and the world of work. It gives students first-hand experience in the careers of their choice and sometimes a reaction is negative, which is a positive for the intent of the program. Although the program requires considerable management, it should be broadened so that all interested juniors and seniors would have an opportunity to participate somewhere within the last two (2) years of high school.

Additional information on work-experience can be procured by contacting:

Dr. Owen Collins, Director
Career Education Program
P.O. Box 1118
Hazard, Kentucky 41701